

Training Objectives

As a result of participating in this segment of training, learners will be able to:

1. Define abandonment, abuse, neglect, injury of unknown origin, exploitation, and financial exploitation
2. Recognize signs of abuse, neglect, self-neglect, and financial exploitation
3. Explain the legal requirement as a mandatory reporter to report abandonment, abuse, neglect, exploitation, and financial exploitation of a child or vulnerable adult
4. Defend agencies' policies and procedures regarding staffs' responsibility of abuse reporting requirements
5. Differentiate between Residential Care Services (RCS), Complaint Resolution Unit (CRU), Child Protective Services (CPS), and Adult Protective Services (APS) within DSHS
6. Demonstrate how to report abuse, and to whom
7. Distinguish when additional authorities must be notified and further documentation is required
8. Identify consequences for staff, agency, and supported individuals of failure to report abuse or neglect

Estimated Time

2 hours, depending on the number of participants

Supplies

Laptop or computer connected to a projector/monitor

External speakers for laptop or computer

Internet access

Paper and pens for participants

Highlighters per participants

Scratch paper

Residential Services Curriculum Toolkit (per participant)

DDA Policy 6.12 Mandatory Incident Reporting Requirements for Residential Services Providers

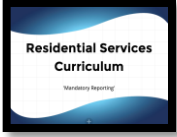







DSHS form 10-403 Abuse Reporting sign off form for Residential Services Providers


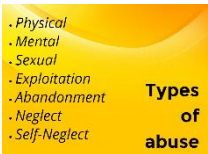

Copy of RCW 74.34.053 and accompanying penalties Note: *These forms may be revised each July; be certain the version you are using has the most current revision date on it.*

Question cards copied and cut from the last page of this facilitator guide. (They can be enlarged, copied on card stock, or laminated for reuse.)


Copies of YOUR agency's policies and procedures (per participant)







Copies of your agency's Acknowledgment form (per participant) for their personnel files




Preparation before training		Print DDA Policy 6.12 and DSHS form 10-403 (Abuse Reporting sign off form) for each participant. <i>Note: This form may be revised each July; be certain the version you are using has the most current revision date on it.</i> Make pens, highlighters and scratch paper available and have question cards cut and ready to hand out.
Opening: Engaging Activity (2 minutes)		
Say 		To ensure that we understand and are following state law regarding abuse, neglect, and exploitation of vulnerable adults and children, we are going to use the DDA Policy 6.12 to research answers to questions, to learn definitions, and clarify examples. We will also learn how to report, and to whom, if we suspect abuse, neglect, or exploitation.
Activity		Give each person DSHS form 10-403 (Abuse Reporting sign off form) and their own copy of DDA Policy 6.12.
Toolkit 		Provide DSHS forms link and DDA policy link for the latest versions of these documents in the toolkit. https://www.dshs.wa.gov/fsa/forms https://www.dshs.wa.gov/dda/policies-and-rules/policy-manual
Say		Invite staff to take a few moments to read each statement behind the checkmark boxes on the sign off form. Inform them that after this training they will be asked to check mark each box (and not ahead of time) and that this indicates that they will be held accountable for following this DDA Policy 6.12.
Activity 		Assign staff 1 or 2 index cards, give highlighters and/or scratch paper, and instruct them to work together to look up the information in DDA Policy 6.12. Explain that they should put it into their own words to summarize the definitions, explanations, or examples that they will present to the rest of the group. Ask them to make note of the page number in the policy where they found the information. (If they have trouble finding the information they are assigned, assure them you will give them the page number.) When it is their turn to share, ask them to tell everyone to turn to the page on which they found the information. As each group shares, everyone in the room must be looking at the page where the information was located. (It can be helpful to explain the layout of the DDA policy, pointing out the contents of each of the attachments, and hinting that staff may find information in more than one place within the policy; i.e., a definition may be found in the first pages of the policy, as well as the Attachments with definitions and examples).
Any key points listed below should be reviewed if they do not come up		

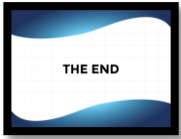



		in the group debriefing of each index card.
Note		Note to Facilitator: The scope of DDA Policy 6.12 includes both mandatory reporting to the Department/Law Enforcement (CRU, CPS etc.) as well as contractual/policy reporting requirements for DDA reports. Distinguish between the two.
Index card assignments		Page # /Resource
Toolkit 		
Key points- Review statements in policy and add points below		As staff share their information direct others to write notes in their Toolkit.
1. Define physical abuse and mental abuse and give 2 examples of each.	p. 13 & 14 Examples p. 16-17	Physical- aside from obvious physical assaults, this includes chemical restraints (use of meds to control), physical restraints used inappropriately, bedrails to keep someone in bed without a formal plan, or seatbelt to keep someone in their wheelchair, controlling power to a wheelchair, even withholding of dentures, hearing aids, walkers (also review list of examples). The use of physical restraints is only appropriate in a health and safety situation and is always the last resort. Any other use of restraints is abuse. Mental- swearing in front of individuals is verbal abuse and illustrates the importance of professional behavior at work! Examples of ridicule, intimidation, and coercion might include: "Don't be a baby." "What is wrong with you? This is easy!" "You better not do that or you'll be in trouble." "I thought I was your favorite staff." "After your tantrum this morning, there's no way I am taking you to your guitar lesson!"
2. Define sexual abuse and exploitation and give 2 examples of each.	p. 13 & 14 Examples p. 16-17	Sexual- in addition to any nonconsensual contact, emphasize that <u>any</u> sexual contact between staff and a supported individual is abuse. Any assistance with personal hygiene that makes the person feel uncomfortable, and shaving or removal of hair from the genital areas unless it is formally stated in the person's plan is potential sexual abuse. Due to the diagnoses of some people we support, even if

		the person requests this kind of assistance, it must be approved before proceeding. Exploitation - financial is one type, and attempting to influence religious or political practices are other examples.
3. Define abandonment, neglect, and self-neglect and give 2 examples of each.	p.13, 15, Examples p. 17	Self-neglect - for those who fail to care for themselves or refuse support services necessary to ensure health and safety, report self-neglect while advocating for other supports for the person. Sometimes they need additional funding for care, or could benefit from mental health assessment and counseling.
4. Define financial exploitation & give 2 examples.	p. 14-15 Examples p. 17	Financial Exploitation - guardians and advocates (of adults) are subject to investigation, too.
Show 		Show (2) <i>Grocery Shopping</i> videos (1:40) which illustrate financial exploitation
Ask	?	What should you do? What should you do if the person you support accuses the staff of stealing?
Activity Toolkit		Encourage the staff to write the name of a person in their lives that they would consider a vulnerable in the Toolkit section of this chapter.
5. Define mandated reporter, vulnerable adult injury of unknown origin	p. 2, 12 p. 15 p. 11 p. 2, 12	We are all mandatory or mandated reporters, and don't have to have proof or be a witness to the abuse. We <u>must</u> call if we have reason to believe or suspect abuse/neglect. All adults in supported living programs are vulnerable adults. (<i>We may feel vulnerable if targeted by aggression from supported individuals, but we do not meet the legal definition of vulnerable adult.</i>) If there is no reasonable cause of an injury, based on individual's known condition or disability, we report. Examples of "known and predictable interactions with surroundings"

		might be bruising on shins that could occur if playing soccer without shin guards. Or, bite marks on the wrist from self-injury are different than bite marks on the back of an arm or leg, clearly not self-inflicted. These situations would be documented to monitor health and safety, but would not constitute an abuse report.
6. What do CPS, APS, CRU & RCS stand for, & what does each of these divisions do?	p. 12, 13 p. 3	It can be helpful to write the acronyms and definitions on a white board or chart paper to give a visual reference. Once the acronyms are defined, quiz the group by asking, “If you work with children , who would you call to report abuse?” –CPS and/or law enforcement.
Ask	?	<p>If you work with adults in a supported living program, who would call to report abuse? Answer: RCS/CRU and law enforcement (if physical or Sexual abuse)</p> <p>If you are a staff working in employment/day programs who suspect abuse or neglect of a vulnerable adult, who would you call to report abuse? Answer: APS</p>
7. What are the phone numbers to call to report abuse/neglect of children? What number(s) are used to report abuse/neglect of vulnerable adults?	p. 7-8	Now would be a good time to use your cell phone and add the number to your contacts specific to your program. You may also receive a card or employee ID with the phone #s to CPS, APS, RCS/CRU on the back.
8. What is reported to law enforcement? 911 vs. law enforcement	p. 3, 4	The last on the list in this section of the policy is “... if requested by the person or legal representative, or family member.” If they ask, we would help them call.
At this point in the training, you will focus on how to make an abuse report, and using your agencies’ policies and procedures.		
Say		<p>State your company’s policy regarding steps to take as a mandatory reporter.</p> <p>For example you might say, “Our company policy states that you as the mandatory reporter must make the call to the reporting hotline for your program. Your second call is to your Program Supervisor, to notify him/her of your report.”</p>

Ask		<p>Why your agency asks you to report in this order.</p> <p>For example, you might say, “Why do you think our agency would ask you to report directly to the reporting hotline first, and then call your supervisor?”</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • This allows your supervisor to follow DDA required abuse reporting follow-up procedures. • The supervisor can ensure the person supported is safe. • This protects you as the mandatory reporter. • This ensures your suspicions or reasonable cause to believe are investigated, therefore avoiding the potential for abuse to continue
Say		An example you could use is the Sandusky child abuse case. Many people in the case said they told his supervisor and other administrators of their suspicions, but never contacted authorities outside of the football program.
Note		Note to Facilitator: Use any example of abuse where a mandatory reporter did report abuse to an authority, but not the correct authority.
Say		<p>You can remain anonymous, but if you do not leave contact information;</p> <ul style="list-style-type: none"> • an investigator will be unable to contact you to ask questions, and • you will not have the proof that you have fulfilled your obligation as a mandatory reporter.
Toolkit		Take a look at the Fundamentals section of the Toolkit for this chapter to review sample questions you may be asked to answer when calling to report abuse.
Note		Note to Facilitator: When reporting child abuse you will always talk to a live person.
Now we will resume index card research reports.		
Index card assignments	Page # /Resource	Key points- Review statements in policy and add points below
9. What policies and procedures does the Developmental Disabilities	p. 2-3 E., F., G., p. 8-10 C., D.	Note to facilitator: Notice the sub headings 1, 2, & 3 under sections C & D for main points. Staff relocation or reassignment does not

Admin. (DDA) expect of service providers when there is an investigation?		necessarily indicate presumption of guilt by the agency.
10. What are three situations that would require your supervisor to contact a CRM (Case Resource Manager) at DDA within one hour?	p. 4-5, 18	This gets staff looking at the reporting to DDA timeline that their supervisor must follow. Tie this to DSP's responsibility to make accurate reports in a timely manner, and the need to inform supervisors.
11. What are three incidents required to be reported by your supervisor in writing within one business day?	p. 5-7, 18	Same as above.
12. What does failure to report mean? According to RCW 74.34.053 what actions may be taken against someone as a result of failure to report?	p. 2 & RCW copy including penalties for false reporting!	Failure to report=Gross Misdemeanor w/ penalty of five thousand dollars and/or up to 1 year in county jail False reporting=Misdemeanor w/ penalty of one thousand dollars, and/or up to 90 days in county jail
Say		Staff are held to a different legal obligation than supported individuals when it comes to making false reports of abuse, neglect, and exploitation. If a staff makes a false report as determined by an RCS/CRU investigation, they may be prosecuted.
Note		<p>If you have a charge of failure to report or false reporting on your record, there are more long term consequences beyond penalties of a gross misdemeanor or misdemeanor. Turn to page 12 in DDA Policy 6.12. Let's review that list of mandatory reporters.</p> <p>Note to facilitator: As you review the list, point out to people that there are many other professions that will no longer be an option should you have this on your background. Also, if they have children they would not be allowed to volunteer in a classroom, chaperone school activities, etc.</p> <p>Note also that a failure to report, or a malicious report could result in prosecution of a gross misdemeanor. The individual could also be substantiated for Neglect by DSHS, which is Disqualifying.</p> <p>If a supported individual makes a false report, even if they have a history of false reporting, it does not negate our mandatory reporting obligation.</p>
Say		Now we will go back to the abuse reporting sign off form. Read each statement before you check the box acknowledging that you understand and will be held accountable for this policy. If you have any questions

		at this time, please ask.
Activity 		<p>Give staff time to thoroughly read and sign the acknowledgement form, and hand it to you for your witness signature. The signed copies must be routed to their personnel files.</p>
Activity		<p>Please administer the assessment at the end of this chapter.</p>
Note		<p>Note to Facilitator: Please review the objectives in the Toolkit on the first page with participants. Ask participants to circle the objectives for this chapter in which they believe they need more clarity. Allow for question and answer dialogue to ensure that all of the objectives have been met.</p> <p>Hand out the assessment for this chapter to each participant. End of chapter assessments should take approximately 10 minutes.</p> <p>As a learning tool, it will be important for each participant to leave the training with the correct answers. Please review the answers and ensure that each participant has marked the correct answer. When you review the assessment with participants, note where people are having difficulty and review that section again with the whole group or determine where you will address this in the next chapter. Ensure that you reteach/retrain topics where learning gaps were identified.</p> <p>Due to the confidential nature of the assessments in this course, please collect and shred all completed assessments.</p>

Question cards to be cut and distributed to group.

1. Define <u>physical abuse</u> and <u>mental abuse</u> and give 2 examples of each.	2. Define <u>sexual abuse</u> and <u>exploitation</u> and give 2 examples of each.
3. Define <u>abandonment</u> , <u>neglect</u> , and <u>self-neglect</u> and give 2 examples of each.	4. Define <u>financial exploitation</u> & give 2 examples.
5. Define <u>mandated reporter</u> , <u>vulnerable adult</u> , and <u>injury of unknown origin</u> .	6. What do CPS, APS, CRU & RCS stand for, & what does each of these divisions do?
7. What are the phone numbers to call to report abuse/neglect of children? What number(s) are used to report abuse/neglect of vulnerable adults?	8. What is reported to law enforcement?
9. What policies and procedures does the Developmental Disabilities Admin. (DDA) expect of service providers when there is an investigation?	10. What are three situations that would require your supervisor to contact a CRM at DDA within one hour?
11. What are three incidents required to be reported by your supervisor in writing within one business day?	12. What does failure to report mean? According to RCW 74.34.053 what actions may be taken against someone as a result of failure to report?